



Arizona Department of Education Early Childhood Education



NEWSLETTER

FALL 2016

Please share this publication with all of your preschool and related services staff (speech pathologists, occupational therapists, etc.) and other interested parties. [Past publications](#) are online.

Welcome to another school year, everyone! Here are some recent happenings with ADE's Early Childhood Unit:

Kindergarten Developmental Inventory (KDI): We are currently in the field test stage. There are approximately 52 teachers in three counties, grades K-3, using the tool. The information gathered through our research partner, SRI, will help with the selection criteria for a tool. Also happening right now is the writing of the implementation plan. If you are interested in participating in this stage of work, please contact me. Click [KDI Video](#) for a link to Arizona's vision, courtesy of our collaborative partnership with First Things First!

Institutes of Higher Education (IHE): On August 4th & 5th, ADE's ECE Unit and First Things First co-hosted two work days for representatives from the IHEs. The goal was to work on aligning course objectives. During this meeting, I provided updates on the Preschool Development Grant, the HSSCO work plan, and KDI. Additionally, ADE's ECE Unit hosted an informational session for IHEs on the opportunity for institutions to become NAEYC accredited with the assistance of PDG funds designated for working with the IHEs. The hope is that this will be an additional way to support improving birth through age 8 coursework.

Preschool Development Grant (PDG): We are in the second school year with PDG. With carryover funds from year one, we were able to add more slots and programs to year two. In year three, we anticipate some changes to program participation and will be discussing these at the state-level community of practice meeting on 10/25. Additionally, we will be providing a report on the great work that occurred in year one and the results of our on-site review from our federal program officers.

Early Childhood Special Education (ECSE): Work continues on improving ECSE processes like: Child Find; ECQUIP; Least Restrictive Environment placement of continuum options. Training opportunities for STAR Autism continue and more opportunities will be offered soon. An update on STAR progress is being provided at various conferences, and can be made available to anyone who is interested.

As you can see, we are already busily engaged in the work of supporting you all in the work of educating Arizona's youngest learners. Thank you for doing this very hard work and giving it your best each and every day.

Nicol

Nicol Russell

Deputy Associate Superintendent, Early Childhood Education

High Academic Standards Division, Arizona Department of Education &
Director, Head Start State Collaboration Office

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www.azed.gov

IMPORTANT DATES

- ⇒ IDEA Preschool Grant FY15 funds expired Sept. 20, 2016. Ensure liquidation before Dec. 30, 2016 to avoid forfeiting funds
- ⇒ 2017 Preschool Development Grant applications must be submitted and approved before November 1, 2016
- ⇒ Social Thinking returns to Phoenix March 8-10, 2017! There are three sessions with the first session focusing on Early Childhood Education, entitled, “What Does Play Have to Do with Classroom Learning? Exploring Social Executive Functioning and Social Emotional Learning for Early Learners”. Learn more by selecting [Social Thinking in Phoenix](#)
- ⇒ The Alesi Group will be hosting their next Kindergarten Experience, a conference dedicated to science in kindergarten, entitled, “Young Scientists in Action” January 20-21, 2017! For more information, please visit their website at [Professional Development Opportunities](#).
- ⇒ The Alesi Group will host a kindergarten Experience training, “The Significance of Social and Emotional Development in Kindergarten”, on November 18, 2016 in Phoenix, AZ. Register by selecting [November Kindergarten Training](#)

Have Questions
or Comments
regarding the
Every Student
Succeeds Act
(ESSA) ?

Email:

ESSAInbox@azed.gov

Click the image below
to access the guide

Resources

- [Arizona Early Learning Standards](#)
- [ECQUIP Manual](#)
- [HELP Manual](#)
- [Early Literacy Guide for Families](#)
- [Arizona’s School Readiness Framework](#)

The
Assessment Continuum
Guide for
Pre-K through Third Grade
in Arizona

Arizona Department of Education
Early Childhood Education
1535 W. Jefferson Blvd. #115
Phoenix, AZ 85007

Revised 2016

The State of Arizona's Young Children

2016 FTF Annual Report

Quality early childhood experiences contribute to a lifetime of social and academic success. First Things First (FTF) is committed to preparing children to be school ready and to arrive at school healthy and prepared to learn.

The [2016 FTF Annual Report](#) illustrates the impact FTF investments in early childhood education and care has had on Arizona's children and families. The report includes data on the percentage increase in early care programs meeting or exceeding quality benchmarks, positive healthcare trends related to dental and vision, and state and national comparisons.

Staying informed about data related to improving outcomes for children 0-5 years of age encourages practitioners and policymakers alike to further their collective efforts.



FIRST THINGS FIRST

Click the image above to read the 2016 FTF Annual Report



Child Care Aware Desert Report

Heather Drinovsky, ECE Administrative Assistant

Child Care Aware of America (CCAOA) describes child care deserts as communities with limited or no access to quality child care. Standard key indicators of a quality child care program include: ratios, group size, facilities, activities and materials, professional development and training, and positive interactions. The [Child Care Aware Desert Report](#) found there is an increased demand for high quality child care.

Common themes were found when CCAOA conducted a focus group with parents in April 2016. Parents who primarily spoke Spanish were asked how they found solutions when searching for child care for children with special needs, during nontraditional hours. Common themes found include:

- ⇒ Lack of available child care
- ⇒ Affordability means compromising on what parents want in a quality child care program.
- ⇒ Building trust with good communication and routines is very important for parent satisfaction.
- ⇒ The search for child care can be frustrating and difficult for parents.
- ⇒ There are many aspects that contribute to a quality childcare program, such as a safe, clean, loving environment with routine, structure, and developmentally appropriate learning.

Kids Count Data Book

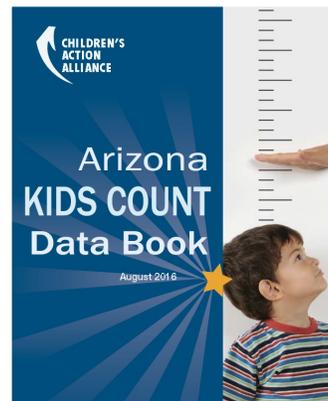
Heather Drinovsky, ECE Administrative Assistant

The Arizona Kids Count Data Book shows statewide trends for Arizona children from 2009 to 2014. Demographic trends show lower birth rates, with less children living in married families, 66% married families in 2009 to 62% in 2014. Trends also show more children in families with both parents working, 63% working in 2009 to 64% in 2014. The number of three- and four-year-olds enrolled in preschool is higher, 34% enrolled in 2009 to 36% in 2014.

Why does this data matter?

- ⇒ A lower birth rate will contribute to a smaller workforce in the future.
- ⇒ Single-parent families may not have the same resources available as married families.
- ⇒ A higher rate of all parents working means a greater demand for affordable child care.
- ⇒ High quality education in preschool shows great gains to high risk children.
- ⇒ Poverty creates barriers to the success of children.

With a better understanding of statewide trends for Arizona children, we can effectively serve children in our state and have a stronger understanding of the needs of our communities.



Click the image to access the guide



You're Invited!

The Arizona Department of Education's (ADE) K-12 Standards Unit will be holding a [pre-conference session](#) focused on science instruction and inquiry in the classroom. This session will take place one day prior to the Arizona Science Teachers Association (ASTA) Annual Conference: Science in Action! An ADE Early Childhood Unit representative will be in attendance to assist in facilitating the connections to current research and best practices in early childhood science and the *Arizona Early Learning Standards*.

ASTA Pre-Conference Session: Making Science Instruction Phenomenal

Friday, November 18, 2016

8:30 a.m.- 3:30 p.m.

Grand Canyon University

\$20 ATSA Members/ \$40 Non-Members (includes ASTA Membership)

Register at: <http://www.azsta.org/conferences>

“Join us as we investigate how phenomena are used to inform science instruction and deepen children’s conceptual understanding. Evaluate how the big ideas in science and the learning progressions can enhance student learning when instruction is focused on developing a scientific understanding of phenomena. Great for: Pre-K to 12th Grade Educators, Education Coordinators, and other Educational Professionals interested in learning more about science!” - *Eric Bucher, ADE Early Childhood Program Specialist*

ADE's Early Childhood Education Unit Welcomes Two New Employees to the Team!

Sas Jakeo-Singer

Early Childhood Program Specialist



Sas is an Early Childhood Program Specialist whose special project is supporting Social Emotional Development. She serves on the Valley of the Sun Association Education of Young Children (VSAEYC) board as a member at large. Sas is also an adjunct faculty at Glendale Community College, inspiring future early childhood educators. She has always called Phoenix home because of her military family and visiting her grandparents here in the summer did not keep her away from the triple digit weather.

Sas has diverse experiences in early childhood that began on Yokota Air Base, Tokyo, Japan 16 years ago. She started as an assistant teacher at the child development center that has been NAEYC accredited on the base and has worked with children from 0-6 years old. She then translated that high quality learning and knowledge to a nonprofit preschool program off the base that served local Japanese children and American children. Upon returning to the states, she continued to work with young children at the early childhood lab school on Georgia Southern University (also NAEYC accredited) where she completed her B.A.

Shortly after graduating, she returned to Arizona to begin her Masters in Early Childhood Education. Before completing her M.A. degree with Grand Canyon University, she became a Quality First Coach with Southwest Human Development. She was also the Education Specialist at Roosevelt School District prior to joining the Department of Education. Sas plans on returning to school for a Ph.D. in preparation to teach at the university level and to create more well qualified educators.

Sas currently serves East Maricopa, Gila and Greenlee counties.

Heather Drinovsky

Early Childhood Education Administrative Assistant

Heather is an Administrative Assistant in the early childhood unit and so happy to join such an amazing group of compassionate people!

Heather's work experience includes teaching preschool for the past 10 years, 9 of those years being with Head Start. She enjoyed the 5 years she spent at Southwest Human Development with Head Start, as well as 4 years with Booker T.

Washington Head Start. She is passionate about making a difference and helping others in any way she can.



Heather earned a B.A. in Liberal Studies with a specialization in Human Development from San Diego State University. She also earned a California Multiple Subject Teaching Credential which was converted to an Arizona Teaching Certificate in 2015.

Early Childhood Special Education

Expulsion and Suspension: Effects on Children, Families and Programs

Suzanne Perry, ECE Director of Special Education

A child is asked to leave their early childhood program and not return. Many reasons are given: aggressiveness or dangerous, unmanageable behavior. In case you haven't already heard, this has become a more common practice focused mostly on boys and children of African American descent. We know that it negatively affects that child's educational future. As educators of young learners, we are in the business of supporting children as they develop, even when challenging behaviors may be present. When we default to suspension or expulsion, what does that communicate about our capabilities?



Our capacity to recognize typical social-emotional development and know what to do when it is off track is one of the necessary practices in the field of early learning. Catching problems early and supporting teachers to implement strategies before they balloon into something as dire as expulsion is part of the job. Children with disabilities have protections against disciplinary removals. If behavior challenges impact their performance or that of others, you must have appropriate interventions, supports and strategies identified within their IEP. We have an obligation to assess any threats regardless of age and prevention is a top priority for the safety of all. Any removal or reduction in time related to behavior may constitute a change in placement, and placement decisions need to be made by the IEP team.

Here are some resources that may help to strengthen the ability of staff to recognize, treat and report on strategies to address problem behaviors.

Social Emotional Development Information: Prevention and Treatment Resources

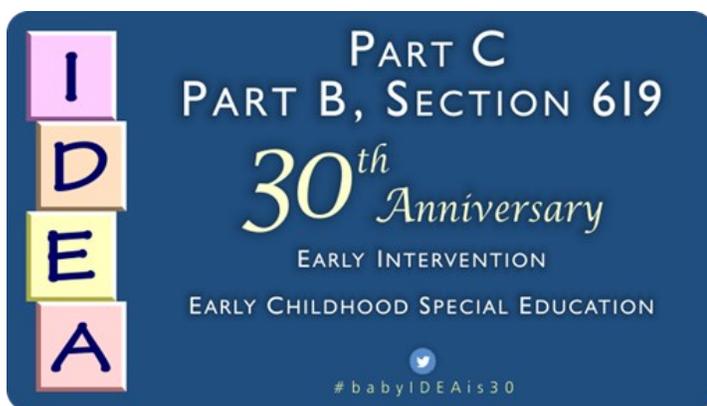
Print

- ⇒ [OSEP Dear Colleague Letter on Behavior Supports to Children with Disabilities](#)
- ⇒ [ADDRESSING PRESCHOOL SUSPENSION AND EXPULSION](#)
- ⇒ [Practical Strategies from CSEFEL](#)
- ⇒ [Parent Training Modules](#)
- ⇒ [Policy Statement on Expulsion & Suspension Policies in Early Childhood Education Settings](#)
- ⇒ [Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions?](#)

Baby IDEA is 30!

[#babyIDEAis30](#)

This October marks the 30th Anniversary of the passage of Public Law 99-457, which established Part C and mandated Part B, Section 619 of the *Individuals with Disabilities Education Act (IDEA)*. These programs have played a critical role in improving results and upholding the rights of infants, toddlers, and preschool children with disabilities and their families.



Upcoming Webinars

FALL 2016 WEBINAR SERIES

Results Matter – Closing the Achievement Gap
Getting Results with a Sustainable Multi-Tiered Support System



[Register Online Now!](#)

Webinars

- ⇒ [Expulsion and Suspension Prevention Webinar Series 1](#)
- ⇒ [Expulsion and Suspension Prevention Webinar Series 2](#)
- ⇒ [Vanderbilt PreSchool Training Modules/Módulos de Capacitación](#)

Save the Date

Next Stop on the
[We Are Listening](#)
Tour:

November 1, 2016

6:30pm-8:30pm

Tempe Elementary
School District -
Governing Board
Room

3205 S. Rural Road
Tempe, AZ 85282

“Better Together”



Early Childhood Special Education Summit

February 16-17, 2017 • 9:00am-4:30pm

Glendale Civic Center

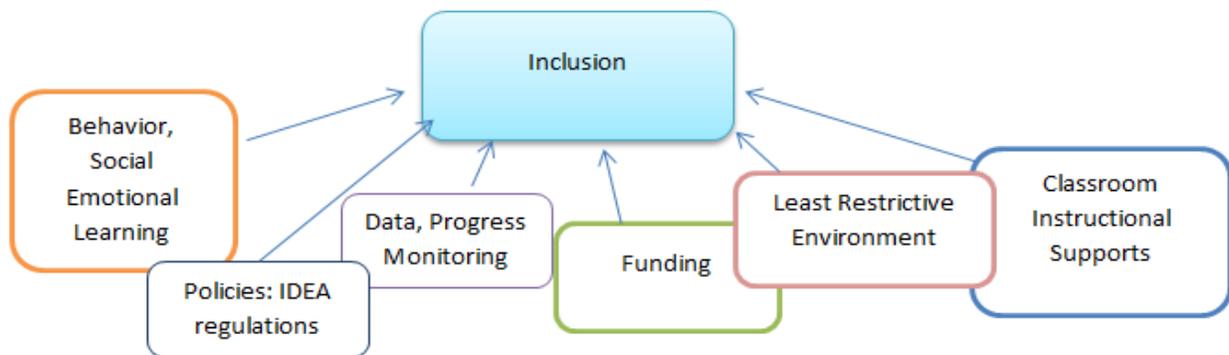
5750 W Glenn Dr. Glendale, AZ 85301

Cost: \$145.00/person



Working together with educators around the state to provide an excellent education for Arizona’s Children, the Arizona Department of Education announces the 2nd Annual Early Childhood Special Education Summit. The Summit will take place at the Glendale Civic Center February 16th - 17th, 2017. The two day summit will be open to all early childhood educators.

The title of this year’s summit is “Better Together” emphasizing the need to connect, collaborate, and co-create systems designed to build quality early childhood experiences. Children with disabilities need high quality inclusive settings in order to reach their full potential.



To register, select the following link: <https://ems.azed.gov/Home/Calendar?sd=2218>

The Early Childhood Quality Improvement Process (ECQUIP) Manual has been



What’s New?

Changed: “Indicator 1.3”

Added: “Standard 5: Fiscal Review”

Click [Revised ECQUIP Manual](#) to access the revised guide.

Arizona's Early Childhood PLAY Group Meeting

Public school Leadership Alliance for Young children

The PLAY Group is an active group of Arizona Early Childhood Educators representing preschool programs in public school settings. This group meets quarterly to discuss issues related to topics that support quality Early Childhood Education. The PLAY Group affords participants the opportunity to network with other local education agencies, get questions answered from ADE staff as well as provide guidance to systems building in Arizona.

Participants in this group include those working in early childhood special education, school based community preschool programs, Head Start, Title I preschool programs and other pre-school programs located on public school campuses. This is your opportunity to network and problem solve with others in Early Childhood Education and Early Childhood Special Education.

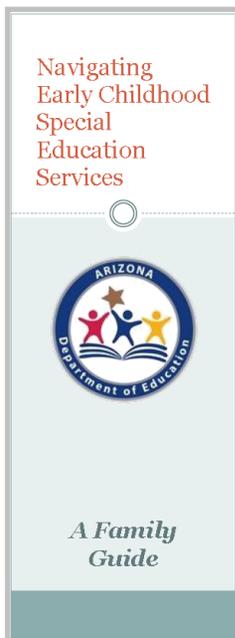
Come PLAY with Us! Upcoming Meetings

November 17 - Tucson • February 23 - Scottsdale • April 27 - Chandler

For more information and to register to attend, contact Kim Freehan, kafreehan@mpsaz.org, or Jenny Stahl, jstahl@ccusd93.org.

Navigating the Early Childhood Special Education Process

A Guide for Families



Click the image to access the guide

The Navigating Early Childhood Special Education; A Family Guide is a resource designed to be given out to families of children ages birth to 5 in order to increase understanding of the Child Find and IEP processes. Programs are encouraged to print out and make available to families and are also welcome to post on their own websites.

Visit the Arizona Department of Education's (ADE) [Early Childhood Special Education webpage](#) for related resources.

Early Childhood Contact Information

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 Early Childhood Education Project
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Heather Drinovsky
 Early Childhood Education Administrative
 Assistant
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Heather.Drinovsky@azed.gov

ECE Program Specialist	High Needs Community (HNC)	Monitoring	Counties
Alma Quintana 602-364-1910 Alma.Quintana@azed.gov	Avondale Tolleson Littleton Paloma Riverside	Gila Bend, Littleton, Morristown, Nadaburg, Phoenix El	Maricopa County: Aguila, Arlington, Avondale, Buckeye, Dysart, Gila Bend, Isaac, Laveen, Liberty, Litchfield, Littleton, Madison, Mobile, Morristown, Murphy, Nadaburg, Palo Verde, Paloma, Phoenix, Riverside, Tolleson, Union, Saddle Mountain, Sentinel, Wickenburg
Erika Argueta 602-542-3160 Erika.Argueta@azed.gov	Gadsden/ San Luis Crane Somerton	Kingman, Val- entine, Well- ton, Yuma, Yucca	La Paz County: Bouse, Parker, Quartzsite, Salome, Wenden Pima County: Ajo Yuma County: Crane, Gadsden, Hyder, Mohawk Valley, Somerton, Wellton, Yuma Mohave County: Bullhead City, Hackberry, Kingman, Lake Havasu, Mohave Valley, Owens, Topock, Valentine, Yucca, Littlefield, Peach Springs, and Colorado City
Juliana Panqueva 602-542-8812 Juliana.Panqueva@azed.gov	Fiscal Support	Fiscal Support	Fiscal Support

ECE Program Specialist	High Needs Community (HNC)	Monitoring	Counties
Elizabeth Hamilton 602-364-1948 Elizabeth.Hamilton@azed.gov	Fowler Glendale Pendergast Stanfield	Blue Ridge, Florence, Fowler, Picacho El, Red Rock, Stanfield	Navajo County: Blue Ridge, Heber-Overgaard, Holbrook, Joseph City, Show Low, Snowflake, Whiteriver, Winslow Maricopa County: Fowler, Glendale, Pendergast, Pinal County: Eloy, Picacho, Ray, Red Rock, Superior, Toltec, Apache Junction, Casa Grande, Coolidge, Florence, J. O. Combs, Maricopa, Sacaton, Stanfield
TBD 602-542-1102	Roosevelt	Roosevelt	Maricopa County: Roosevelt
Lori Masseur 602-542-3136 Lori.Masseur@azed.gov	Alhambra Wilson Osborn	Alhambra, Kayenta, Round Valley, Vernon	Apache County: Alpine, Chinle, Concho, Ganado, McNary, Red Mesa, Round Valley, Sanders, St. Johns, Vernon, Window Rock Coconino County: Chevelon Butte, Coconino County Accommodation, Flagstaff, Grand Canyon, Maine Consolidated, Page, Tuba City, Williams and Fredonia Navajo County: Cedar, Kayenta, Pinon Maricopa County: Alhambra, Wilson, Osborn
Ariana Lopez 602-542-4615 Ariana.lopez@azed.gov	Douglas Willcox Santa Cruz	Cochise, Naco, Nogales, San Simon, Sonoita	Cochise County: Apache, Ash Creek, Benson, Bisbee, Bowie, Cochise, Double Adobe, Douglas, Elfrida, Fort Huachuca, McNeal, Naco, Palominas, Pearce, Pomerene, San Simon, Sierra Vista, St. David, Tombstone, Willcox Santa Cruz County: Nogales, Patagonia, Santa Cruz, Santa Cruz Valley, Sonoita
Terry Doolan 602-542-1137 Terry.Doolan@azed.gov	Kinder Kollege		Maricopa County: Kinder Kollege

ECE Program Specialist	High Needs Community (HNC)	Monitoring	Counties
<p>Millie Archer 602-364-1966 Millie.Archer@azed.gov</p>	<p>Sunnyside Flowing Wells Tucson Unified</p>	<p>Empire, Oracle, Pima, Solomon, Tanque Verde, Thatcher</p>	<p>Pima County: Altar Valley, Amphitheater, Baboquivari, Catalina Foothills, Continental, Empire, Flowing Wells, Marana, Pima Accommodation, Redington, Sahuarita, San Fernando, Sunnyside, Tanque Verde, Tucson, Vail</p> <p>Graham County: Bonita, Fort Thomas, Graham County Special Services, Klondyke, Pima, Safford, Solomon, Thatcher</p> <p>Pinal County: Mammoth-San Manuel, Oracle</p>
<p>Sas Jakeo-Singer 602-542-3183 Sas.Jakeo-Singer@azed.gov</p>	<p>Creighton Balsz Tempe</p>	<p>Chandler, Paradise Valley, Payson, San Carlos, Scottsdale</p>	<p>Gila County: Gila County Regional, Globe, Hayden-Winkelman, Miami, Payson, Pine Strawberry, San Carlos, Tonto Basin, Young</p> <p>Maricopa County: Chandler, Creighton, Fountain Hills, Gilbert, Higley, Kyrene, Mesa, Paradise Valley, Queen Creek, Scottsdale, Tempe</p> <p>Greenlee County: Blue, Clifton, Duncan, Eagle, Greenlee County Accommodation, Morenci</p>
<p>Eric Bucher 602-542-3143 Eric.Bucher@azed.gov</p>	<p>Washington Peoria Cartwright Deer Valley</p>	<p>Ash Fork Joint, Canon, Cartwright, Crown King, Hillside, Mayer, Seligman, Yarnell</p>	<p>Maricopa County: (North) Cartwright, Cave Creek, Deer Valley, Peoria, Washington</p> <p>Yavapai County: Ash Fork Joint, Bagdad, Beaver Creek, Camp Verde, Canon, Chino Valley, Clarkdale-Jerome, Congress, Cottonwood-Oak Creek, Crown King, Hillside, Humboldt, Kirkland, Mayer, Prescott, Sedona-Oak Creek, Seligman, Skull Valley, Walnut Grove, Williamson Valley, Yarnell</p>

A Note About Contacting ADE ECE Specialists:

Although ADE ECE Program Specialists are assigned to specific geographic locations throughout Arizona, please do not hesitate to contact any available Specialist when calling or emailing with questions. If your designated specialist for your area is unavailable, feel free to reach out to another ADE ECE Specialist as they are all equally knowledgeable and eager to assist.

Thank you!



Diane Douglas
State Superintendent of Public
Instruction